



Saint Martin's University Alternative Program

2016 TITLE II Reports

Institution Information

Name of Institution: Saint Martin's University
 Institution Program Type: Alternative
 Academic Year: 2014-2015
 State: Washington
 Address: 5000 Abbey Way SE
 Lacey, WA, 9850
 Contact Name: Dr. Steve Siera
 Phone: (360) 438-4333
 Email: ssiera@stmartin.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>

If yes, provide the following:

Award Year:
 Grantee Name:
 Project Name:
 Grant Number:
 List Partner Districts / LEAs:
 Project Type:

Section I.a Program information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Added Endorsement:	No
Secondary Teacher Alternative Route:	No
Total Number Of Teacher Preparation Programs:	2

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Other Completion of application requirements

Indicate when students are formally admitted into your initial teacher certification program: Postgraduate

Does your initial teacher certification program conditionally admit students? Yes

Provide a link to your website where additional information about admissions requirements can be found:

<https://www.stmartin.edu/admissions-aid>

Please provide any additional comments about or exceptions to the admissions information provided above:

GRE or MAT for initial teacher graduate program, not both. Post Bacc option also available does not require GRE nor MAT.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level? Data not Report

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required For Entry	Required for Exit
Transcript	Data not Reported	Data not Reported
Fingerprint Check	Data not Reported	Data not Reported
Background Check	Data not Reported	Data not Reported
Minimum number of courses/credits/semester hours completed	Data not Reported	Data not Reported
Minimum GPA	Data not Reported	Data not Reported
Minimum GPA in content area coursework	Data not Reported	Data not Reported
Minimum GPA in professional education coursework	Data not Reported	Data not Reported
Minimum ACT Score	Data not Reported	Data not Reported
Minimum SAT Score	Data not Reported	Data not Reported
Minimum basic skills test score	Data not Reported	Data not Reported
Subject area/academic content test or other subject matter verification	Data not Reported	Data not Reported
Recommendation(s)	Data not Reported	Data not Reported
Essay or personal statement	Data not Reported	Data not Reported
Interview	Data not Reported	Data not Reported
Other passing score on edTPA	Data not Reported	Data not Reported

What is the minimum GPA required for admission into the program? 3

What was the median GPA of individuals accepted into the program in academic year

What is the minimum GPA required for completing the program? 3

What was the median GPA of individuals completing the program in academic year

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements.
 (§205(a)(1)(C)(i))IncommingGPA

Are there initial teacher certification programs at the undergraduate level? Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required For Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint Check	Yes	Yes
Background Check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT Score	No	No
Minimum SAT Score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other passing score on edTPA	No	Yes

What is the minimum GPA required for admission into the program? 3

What was the median GPA of individuals accepted into the program in academic year 2015-2016 3.530

What is the minimum GPA required for completing the program? 3

What was the median GPA of individuals completing the program in academic year 2015-2016 3.970

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2015 - 2016	26
Unduplicated number of males enrolled in 2015 - 2016	12
Unduplicated number of females enrolled in 2015 - 2016	14

2015 - 2016	Number Enrolled
Ethnicity	
Hispanic/Latino of any race:	1
Race	
American Indian or Alaska Native:	
Asian:	1
Black or African American:	
Native Hawaiian or Other Pacific Islander:	
White	24
Two or more races:	

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015 - 2016

Average number of clock hours of supervised clinical experience required prior to student teaching	30
Average number of clock hours required for student teaching	500
Average number of clock hours required for mentoring/induction support	20
Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	4
Number of students in supervised clinical experience during this academic year	11

Please provide any additional information about or descriptions of the supervised clinical experiences:

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other	
Specify: Elementary Literacy	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General:	
Teacher Education - Special Education:	
Teacher Education - Elementary Education:	
Teacher Education - Junior High/Intermediate/Middle School Education:	
Teacher Education - Secondary Education:	
Teacher Education - Agriculture:	
Teacher Education - Art:	
Teacher Education - Business:	
Teacher Education - English/Language Arts:	
Teacher Education - Foreign Language:	
Teacher Education - Health:	
Teacher Education - Family and Consumer Sciences/Home Economics:	
Teacher Education - Technology Teacher Education/Industrial Arts:	
Teacher Education - Mathematics:	1
Teacher Education - Music:	
Teacher Education - Physical Education and Coaching:	
Teacher Education - Reading:	
Teacher Education - Science:	1
Teacher Education - Social Science:	
Teacher Education - Social Studies:	
Teacher Education - Technical Education:	
Teacher Education - Computer Science:	
Teacher Education - Biology:	
Teacher Education - Chemistry:	1
Teacher Education - Drama and Dance:	
Teacher Education - French:	
Teacher Education - German:	
Teacher Education - History:	
Teacher Education - Physics:	
Teacher Education - Spanish:	
Teacher Education - Speech:	
Teacher Education - Geography:	
Teacher Education - Latin:	
Teacher Education - Psychology:	
Teacher Education - Earth Science:	
Teacher Education - English as a Second Language:	
Teacher Education - Bilingual, Multilingual, and Multicultural Education:	
Education - Curriculum and Instruction:	
Education - Social and Philosophical Foundations of Education:	
Liberal Arts/Humanities:	

Psychology:	
Social Sciences:	
Anthropology:	
Economics:	
Geography and Cartography:	
Political Science and Government:	
Sociology:	
Visual and Performing Arts:	
History:	
Foreign Languages:	
Family and Consumer Sciences/Human Sciences:	
English Language/Literature:	
Philosophy and Religious Studies:	
Agriculture:	
Communication or Journalism:	
Engineering:	
Biology:	
Mathematics and Statistics:	
Physical Sciences:	
Astronomy and Astrophysics:	
Atmospheric Sciences and Meteorology:	
Chemistry:	
Geological and Earth Sciences/Geosciences:	
Physics:	
Business/Business Administration/Accounting:	
Computer and Information Sciences:	
Other:	
Specify:	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

Completers for 2014-2015

1

Completers for 2013-2014

3

Completers for 2012-2013

7

Section II Annual Goals – Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at:

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

Academic Year 2014-2015

Did your program prepare teachers in mathematics in 2014-2015: Yes

How many prospective teachers did your program plan to add in mathematics in 2014-2015: 11

Did your program meet the goal for prospective teachers set in mathematics in 2014-2015: No

Description of strategies used to achieve goal, if applicable:

Candidates for high needs areas given preferences for admission.

Recruitment events, highlighted high needs areas:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic Year 2015-2016

Is your program preparing teachers in mathematics in 2015-2016: Yes

How many prospective teachers did your program plan to add in mathematics in 2015-2016: 11

Provide any additional comments, exceptions and explanations below:

Academic Year 2016-2017

Will your program prepare teachers in mathematics in 2016-2017: Yes

How many prospective teachers does your program plan to add in mathematics in 2016-2017: 6

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals – Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at:

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

Academic Year 2014-2015

Did your program prepare teachers in Science in 2014-2015: Yes

How many prospective teachers did your program plan to add in Science in 2014-2015: 11

Did your program meet the goal for prospective teachers set in Science in 2014-2015: No

Description of strategies used to achieve goal, if applicable:

Candidates for high needs areas given preferences for admission.

Recruitment events, highlighted high needs areas:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic Year 2015-2016

Is your program preparing teachers in Science in 2015-2016: Yes

How many prospective teachers did your program plan to add in Science in 2015-2016: 12

Provide any additional comments, exceptions and explanations below:

Academic Year 2016-2017

Will your program prepare teachers in Science in 2016-2017: Yes

How many prospective teachers does your program plan to add in Science in 2016-2017: 6

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals – Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at:

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

Academic Year 2014-2015

Did your program prepare teachers in Special Education in 2014-2015: Yes

How many prospective teachers did your program plan to add in Special Education in 2014-2015: 4

Did your program meet the goal for prospective teachers set in Special Education in 2014-2015: No

Description of strategies used to achieve goal, if applicable:

Candidates for high needs areas given preferences for admission.

Recruitment events, highlighted high needs areas:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic Year 2015-2016

Is your program preparing teachers in Special Education in 2015-2016: Yes

How many prospective teachers did your program plan to add in Special Education in 2015-2016: 4

Provide any additional comments, exceptions and explanations below:

Academic Year 2016-2017

Will your program prepare teachers in Special Education in 2016-2017: Yes

How many prospective teachers does your program plan to add in Special Education in 2016-2017: 4

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals – Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at:

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

Academic Year 2014-2015

Did your program prepare teachers in Instruction of Limited English Proficient Students in 2014-2015: Yes

How many prospective teachers did your program plan to add in Instruction of Limited English Proficient Students in 2014-2015: 4

Did your program meet the goal for prospective teachers set in Instruction of Limited English Proficient Students in 2014-2015: Yes

Description of strategies used to achieve goal, if applicable:

Candidates for high needs areas given preferences for admission. Candidates encouraged to add second endorsement in ELL.

Recruitment events, highlighted high needs areas:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic Year 2015-2016

Is your program preparing teachers in Instruction of Limited English Proficient Students in 2015-2016: Yes

How many prospective teachers did your program plan to add in Instruction of Limited English Proficient Students in 2015-2016: 4

Provide any additional comments, exceptions and explanations below:

Academic Year 2016-2017

Will your program prepare teachers in Instruction of Limited English Proficient Students in 2016-2017: Yes

How many prospective teachers does your program plan to add in Instruction of Limited English Proficient Students in 2016-2017: 4

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals – Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Required courses for all candidates in Methods of Language Acquisition; Multicultural Communications/Diversity in the Classroom; Introduction to Exceptionalities; Instructional Strategies for graduate candidates; student teaching portfolio requirements to address meeting all student needs (Positive Impact).

Required courses for all candidates in:

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
Data not available	0			

Section III Summary Pass Rates

Group	Number Taking Tests	Number Passing Tests	Pass Rate (%)
Other Enrolled Students	0	0	0%

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited? Yes

If yes, please specify the organization(s) that approved or accredited your program:

State, TEAC continued under CAEP

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

integrate technology effectively into curricula and instruction: Yes

use technology effectively to collect data to improve teaching and learning: Yes

use technology effectively to manage data to improve teaching and learning: Yes

use technology effectively to analyze data to improve teaching and learning: Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Methods courses utilize technology; internship requires electronic portfolio; student teaching pedagogical assessment requires use of technology; electronic portfolio requires video clip editing; positive impact project requires candidates to collect and manage data to improve teaching and learning and to analyze data to improve teaching and learning.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

teach students with disabilities effectively: Yes

participate as a member of individualized education program teams: Yes

teach students who are limited English proficient effectively: Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All candidates are required to complete a course in Introduction to Exceptionalities. Graduate candidates, in addition to the Intro course; also complete Instructional Strategies for Exceptional Learners. All candidates complete a course in multicultural communication or diversity in the classroom. Beginning in 2010 all candidates are also required to take a course in methods of language acquisition.

Does your program prepare special education teachers to:

teach students with disabilities effectively: Yes

participate as a member of individualized education program teams: Yes

teach students who are limited English proficient effectively: Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All candidates earning a special education endorsement are required to complete a course in introduction to exceptionalities. All candidates complete a course in multicultural communication or diversity in the classroom. Beginning in 2010 all candidates are also required to take a course in methods of language acquisition. Other courses required include a course in instructional strategies for exceptional learners, assessment of exceptional learners; legal issues and the IFSP/IEP. A specialty practica requires introductory participation in IEP meetings; internship requires full participation in IEP/IFSP meetings.

Section VII Contextual Information

Each Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

SupportingFiles

Section VIII Report Certification

EachReport Card Certification

PreparedByName Shawn Ritter

PreparedByTitle Data Coordinator

CertifiedByName Dr. Steve Siera

CertifiedByTitle Interim Dean